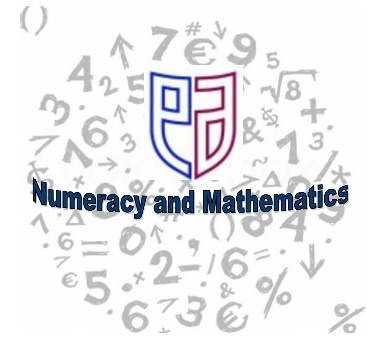
East Ayrshire   
Numeracy and Mathematics Policy and Priorities 2023-24

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**INTRODUCTION**

The **East Ayrshire Numeracy and Mathematics Strategy** aims to:

* To ensure that all learners develop the numeracy and mathematics skills required to be successful in all areas of life, learning and work
* To raise attainment with a focus on closing the poverty related attainment gap in relation to numeracy and mathematics.

The ***East Ayrshire Progression Framework and Planners for Numeracy and Mathematics***set out a clear progression for knowledge and understanding and maps out the key learning across all levels in relation Curriculum for Excellence and the national numeracy and mathematics benchmarks.

The progression framework and planners set out the progression of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan curriculum and assess evidence of learning.

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, education groups and across East Ayrshire;
* enable the development of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

**Numeracy**

The definition of Numeracy as defined in Curriculum for Excellence is:

*Competence with numbers and using graphical skills in relation to basic number and number processes, estimation and rounding, aspects of fractions, percentages and decimal fractions, money, time, measure and aspects of information handling.*

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations, which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

*We are numerate if we have developed the confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.*

*(Curriculum for Excellence: Numeracy across Learning, Scottish Government 2009)*

Numeracy is a fundamental life skill. Being numerate involves developing a confidence and competence in calculating, problem solving, accessing and interpreting information, weighing up different options and hence making informed responsible lifestyle choices. It gives increased opportunities within the world of work and provides individuals with the knowledge, concepts and skills required for lifelong learning.

**Mathematics**

Mathematics is a creative subject. Having good mathematical skills allows us to spot patterns, use knowledge and skills in new contexts, ask good questions, make connections, solve problems, analyse and interpret information and make sense of the world around us.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

Mathematics: Principles and Practice

Furthermore, the Mathematics Principles and Practice paper outlines the importance of Mathematics:

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics Principles and practice

**EFFECTIVE LEARNING AND TEACHING**

The experiences and outcomes, progressions and benchmarks detailed in the framework and planners promote and support effective learning and teaching methodologies, which will stimulate the interest of children and young people and promote creativity and ingenuity. East Ayrshire is a challenge authority within the Scottish Attainment Challenge and the Scottish Attainment Challenge Team (SAC) within East Ayrshire are tasked with supporting schools to improve attainment in numeracy across schools in East Ayrshire. As part of this programme, the SAC team provide a range of professional learning opportunities and direct support for staff developing numeracy pedagogy across East Ayrshire establishments.

Within East Ayrshire schools, we provide such training to promote the development of a rich and supportive learning environment to support a skilful mix of a variety of approaches, including:

* planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect modelling and scaffolding the development of mathematical thinking skills;
* learning collaboratively and independently;
* opportunities for discussion, communication and explanation of thinking;
* developing mental agility;
* building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning;
* developing problem-solving capabilities and critical thinking skills;
* frequently asking children to explain their thinking;
* use of relevant contexts and experiences, familiar to children and young people;
* using digital technologies in appropriate and effective ways to enhance the teaching and learning process;
* making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts;
* promoting an interest and enthusiasm for numeracy.

**Developing number sense**

The development of number sense is key to successful learning in numeracy and mathematics. Learners need access to a range of strategies for calculating and problem solving, and should be encouraged to develop their own strategies. There needs to be a focus on the use of mathematical vocabulary and learners should be given frequent opportunities to explain their thinking and share their learning with others.

Teachers will plan to establish and consolidate children’s fundamental numeracy skills using imaginative, interactive approaches including the use of concrete manipulatives, visual representations and abstract mathematics, so that young people develop a sound understanding of number. Through such approaches, they will grow in confidence in recall and use of number bonds and multiplication facts, in their understanding of place-value, and in the application of mental strategies. Teachers will reinforce these skills continually throughout the education of each child and young person. From the early stages onwards, children and young people should experience success in numeracy and mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways.

**Problem solving**

Mathematics is, at its most powerful when the knowledge and understanding that has been developed is used to solve problems. Problem solving will be at the heart of all our learning and teaching. Through solving problems in real and mathematical contexts, learners will be supported in developing an awareness of the relevance of the mathematical concepts they develop and the relationships they encounter in their daily lives. Interdisciplinary studies, where appropriate, will serve as a useful tool for reinforcing prior learning, as well as making meaningful links between subject areas.

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Numeracy and Mathematics will focus on judgements about the success of children and young people in:

* developing key Numeracy and Mathematics skills;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.
* responding to the challenge of the mathematical tasks and activities set.

Evidence of progress in Numeracy and Mathematics should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete Numeracy and Mathematics lessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

The following paper provides further detail and links to embedding assessment in numeracy and mathematics.

[Assessment in Numeracy and Mathematics](https://glowscotland.sharepoint.com/:w:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/eanummathsresourcessitemain2019/Shared%20Documents/Assessment%20in%20Numeracy%20and%20Maths.docx?d=w5f83aa44fd6946c5a2fc3c6158ccb1e6&csf=1&web=1)

**BENCHMARKS**

[The East Ayrshire Progression Pathways and Planners](https://glowscotland.sharepoint.com/sites/EastAyrshire/eastayrshirenumhub2017/eastaryrnymatmsplanpath2017/SitePages/Home.aspx) have been developed to plan learning so that pupils’ progress and attainment can be measured against the national Numeracy and Mathematics benchmarks published in June 2017.

Education Scotland state that:

‘Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in numeracy and mathematics. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers’ and other practitioners’ professional judgements.  
Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers’ professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children’s and young people’s next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

* observing day-to-day learning within the classroom, playroom or working area;
* observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
* coursework, including tests;
* learning conversations;
* planned periodic holistic assessment; and
* information from standardised assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

achieved a breadth of learning across the knowledge, understanding and skills as set out in the Experiences and Outcomes for the level;

* responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
* demonstrated **application** of what they have learned in new and unfamiliar situations.
* It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level before moving on to the next level. However, it is important that there are no major gaps in children’s and young people's learning when looking across the major organisers in each curriculum area.

The East Ayrshire Numeracy and Mathematics Progression Pathways and Planners provide a reference to all of the benchmarks for teachers as they plan their numeracy and mathematics activities

Use of East Ayrshire Planning Tools

The planners set out the key learning and progression from Curriculum for Excellence Experiences and Outcomes and National Benchmarks.

This document has been produced to assist teachers planning their Numeracy and Mathematics curriculum and assessment procedures.

The planners have been developed to provide some guidance to teachers regarding progress across stages to meet the national expectations set out in the benchmarks. The planners offer guidance on progression across a level and between levels. This will aid the planning of differentiated learning within classes.

|  |  |
| --- | --- |
| Level | Stage |
| Early | Pre School and P1 for most, or later for some |
| First 1 | To the end of P2 for most, but earlier or later for some |
| 2 | To the end of P3 for most, but earlier or later for some |
| 3 | To the end of P4 for most, but earlier or later for some |
| Second 1 | To the end of P5 for most, but earlier or later for some |
| 2 | To the end of P6 for most, but earlier or later for some |
| 3 | To the end of P7 for most, but earlier or later for some |
| Third | S1 to S3, but earlier for some. |
| Fourth | S2 to S3, The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes may not include all of the fourth level outcomes. |

Each section of the planner lists the Experiences and Outcomes, the Key Learning and Teaching to be delivered and the National Numeracy and Maths Benchmarks for that Level.

Stage partners, schools or Education Groups may wish to plan together to determine appropriate activities and learning experiences.

The planners provide ‘in built’ progression across the levels within each Experience and Outcome through the Key Learning and Teaching.

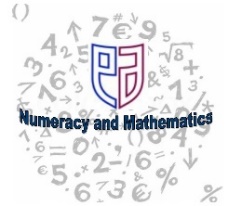
Schools are recommended to develop progression pathways or backdrop plans, which provide an order in which topics can be delivered. This ensures that learners experience the appropriate breadth of Numeracy and Mathematics concepts across each stage. Such pathways help to determine appropriate pace and support the tracking of pupil progress in relation to national expectations.

|  |  |  |
| --- | --- | --- |
| **EAST AYRHIRE NUMERACY IMPROVEMENT PRIORITIES 2023-24** | | |
| **Aims**  The East Ayrshire numeracy and mathematics strategy aims to:  To ensure that all learners develop the numeracy and mathematics skills required to be successful in all areas of life, learning and work  To raise attainment with a focus on closing the poverty related attainment gap in relation to numeracy and mathematics.  **Desired outcomes:**  Improved attainment and confidence in numeracy and mathematics across all stages  Shared understanding amongst all staff of how children and young people learn mathematics and of effective learning and teaching strategies in numeracy and mathematics  All practitioners understand progression in all key concepts and skill development in numeracy and mathematics.  **Local Authority Actions**  To raise awareness of national, regional and local developments in numeracy and mathematics and to take forward recommendations from the National Response to Improving Mathematics (NRIM)  To support practitioners in planning and integrating learning, teaching and assessment in numeracy and mathematics  To provide and promote access to high quality career-long professional learning (CLPL) to increase staff confidence and enhance professional practices in teaching numeracy and mathematics.  To provide opportunities for practitioners to collaborate, engage in educational reading and research and develop leadership in relation to numeracy and mathematics pedagogies. | | |
| **Improvement Priorities 2023-24** | Provide bespoke, targeted professional learning and support to develop inclusive numeracy and maths pedagogies with practitioners within specific establishments. Targeted support planned in partnership with school leadership teams to raise pupil attainment and close the poverty related attainment gap.  Provide a programme of professional learning focussed on planning high quality learning, teaching, assessment and leadership of numeracy. All practitioners have the opportunity to engage in practitioner enquiry, lesson study models and teacher learning communities to support practitioner learning and leadership to provide all learners with high quality numeracy and mathematics learning experiences.  Professional learning programmes focus on the development of pedagogies providing high quality learning experience and helping to close the poverty related attainment gap. Professional learning supports the development of mathematical skills for life, learning and work and improve outcomes for learners across a range of numeracy and mathematical concepts | Rationale for improvement priority based on evidence:  *The ‘Raising Attainment in Numeracy’ Programme contains very clear methodology and strategies for teachers and pupils, which supports consistency in learning and teaching and increased attainment. The programme focusses on developing procedural fluency, conceptual understanding and mathematical thinking. The programme supports the integration of robust and reliable assessment approaches into teaching and learning episodes to ensure attainment can be tracked effectively against the structured progression within and across stages.* |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Teacher Professionalism | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2 |

|  |  |  |
| --- | --- | --- |
| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| *NB -Not all will be applicable to your context*  Provide access to all practitioners to the [East Ayrshire Raising Attainment in Numeracy and Maths Toolkit](https://padlet.com/robertmccallum/east-ayrshire-raising-attainment-in-numeracy-and-maths-toolk-q9ziirie7d0xvqnj)  The Toolkit provides a link to all relevant supports in relation to planning for effective learning, teaching and assessment in numeracy and maths including:  Planning, Learning, Teaching and Assessment tools  Self Evaluation templates and tools  Links to Professional Learning opportunities (East Ayrshire)  Links to Professional Learning opportunities (National and beyond)  Family Learning  Key National guidance documents  Additional guidance documents  Events  Practitioner Blogs | **All teaching staff**  The toolkit can be used by individuals, collegiate groups and leadership teams to support the planning of high quality learning, teaching experiences and the development of robust and reliable assessment approaches. | **Ongoing**  Time and place to suit  or:  School Collegiate sessions or Teacher Learning Community (TLC)  Bespoke PL inputs in relation to these themes provided/arranged by HT/Literacy Manager |
| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| *NB -Not all will be applicable to your context*  Provide all schools with access to the full suite of recorded **Raising Attainment in Numeracy training** available through the [East Ayrshire Numeracy and Maths Blog](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/) and MS Teams at:  [Early Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)  [First Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)  [Second Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/).  Pre-recorded webinars can be used by schools as an entire suite of training or used flexibly to support professional development in specific key numeracy concepts across individual establishments or education groups. The recorded Raising Attainment in Numeracy programme provides numeracy leaders with 25 recorded webinars, 8 themed sessions for each level (9 for Second Level) with associated links to training materials, resources, links and sources of inspiration to support professional learning.  This training resource provides a valuable reference point for establishments when taking forward numeracy and mathematics professional learning linked to improvement priorities in response to local data.  Full structure and further details below. | **All teaching staff**  Pre-recorded webinars, training packs and resources to be used flexibly by individuals, schools or education groups to support professional development in specific key numeracy concepts in numeracy and maths. | **Ongoing**  Time and place to suit  or:  School Collegiate sessions or Teacher Learning Community (TLC)  Bespoke inputs provided/arranged by HT/Literacy Manager |
| Provide all practitioners in East Ayrshire with access to a universal range of [recorded professional development](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/5-east-ayrshire-professional-learning-webinars-recorded/) to support developing pedagogies across key concepts in numeracy and maths including:  [An Introduction to Numicon](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/2020/07/08/key-concepts-in-numeracy-and-using-manipulatives-in-a-cpa-approach/)  [Teaching Fractions, Decimals and Percentages (Part 1)](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/2020/06/30/teaching-fractions-decimals-and-percentages/)  [Teaching Fractions, Decimals and Percentages (Part 2)](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/2020/07/02/teaching-fractions-decimals-and-percentages-part-2/)  [Using Algebra Tiles](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/2020/07/24/the-power-of-arrays-and-introducing-algebra-tiles/)  [‘How to…’ Videos](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/4-how-to-videos-2/)  A selection of short videos highlighting the use of manipulatives to develop pedagogies  The recorded webinars and associated resources and links support developing pedagogies. | **All teaching staff**  Pre-recorded webinars to be used flexibly by individuals, schools or education groups to support professional development in specific key numeracy concepts in numeracy and maths. | **Ongoing**  Time and place to suit  or:  School Collegiate sessions or Teacher Learning Community (TLC)  or  Bespoke inputs provided/arranged by HT/Literacy Manager |
| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| *NB -Not all will be applicable to your context*  Provide access to the Education Scotland Numeracy and Mathematics Professional Learning materials to support developing pedagogies:  [Education Scotland Professional Learning Resource](https://education.gov.scot/improvement/learning-resources/numeracy-professional-learning-resource/)  [Education Scotland Professional Learning Resource Videos](https://glowscotland.sharepoint.com/sites/mathsplc/SitePages/PL%20PLR%20Videos.aspx)  [Effective Questioning in Numeracy and Mathematics](https://education.gov.scot/improvement/learning-resources/effective-questioning-to-support-assessment-in-numeracy-and-mathematics/)  [Education Scotland Pedagogical Approaches Guides](https://glowscotland.sharepoint.com/sites/mathsplc/SitePages/Pedagogical%20Approaches.aspx)  The recorded webinars, guidance documents, associated resources and links support developing pedagogies | **All teaching staff**  Pre-recorded webinars and professional learning guides to be used flexibly by individuals, schools or education groups to support professional development in specific key numeracy concepts in numeracy and maths. | **Ongoing**  Time and place to suit  or:  School Collegiate sessions or Teacher Learning Community (TLC)  or  Bespoke inputs provided/arranged by HT/Literacy Manager |

|  |
| --- |
| Evidence of Impact across the Raising Attainment in Numeracy and Maths Programme - SUGGESTIONS   * Schools using [self-evaluation tools](https://glowscotland.sharepoint.com/sites/EastAyrshire/eastayrshirenumhub2017/eanummathshiblyndaktrainingmain2018/Shared%20Documents/HT%20Sessions/HT%20Handouts) to monitor and evaluate the development of numeracy and maths pedagogies * Use of appropriate and effective assessment approaches to help inform teacher judgements. A range of on-going and periodic assessment approaches for numeracy and maths evidenced in daily teaching and learning. Guidance can be found in the [Assessment in Numeracy and Mathematics Paper](https://glowscotland.sharepoint.com/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/eanummathsresourcessitemain2019/Shared%20Documents/Assessment%20in%20Numeracy%20and%20Maths.docx?d=w5f83aa44fd6946c5a2fc3c6158ccb1e6) * Assessment in learning evident across establishments * High Quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle evident in practice. [Embedding Assessment PowerPoint](https://glowscotland.sharepoint.com/sites/EastAyrshire/eastayrshirenumhub2017/eanummathshiblyndaktrainingmain2018/Shared%20Documents/HT%20Sessions/HT%20Handouts/HT%20Meeting%20Assessment.pptx?d=w4a32f3ba4a024e5e9693b89c2e1eae2d) * Schools developing assessment models in numeracy and mathematics to support tracking and monitoring conversations. [Assessment in the BGE Toolkit](https://glowscotland.sharepoint.com/:w:/r/sites/EastAyrshire/eaglowcentralsitemain2019/eaglowcentralservicesmain2019/_layouts/15/Doc.aspx?sourcedoc=%7B70A50BB4-2138-45B2-847A-FD3997A68BB9%7D&file=1%20-%20Assessment%20in%20the%20BGE%20Toolkit%20(Updated).docx&action=default&mobileredirect=true) * Schools using appropriate and effective collection of data to support increased pace and challenge or to identify when a learner needs support * Schools using appropriate and effective collection of data to identify professional development needs of staff * Staff survey of confidence in delivering numeracy and mathematics– pre and post training. * Pupil surveys: confidence and enjoyment. [Mathematical Mindset Survey](https://glowscotland.sharepoint.com/sites/EastAyrshire/eastayrshirenumhub2017/eanummathshiblyndaktrainingmain2018/Shared%20Documents/Mathematical%20Mindset%20Survey.docx?d=w3088fd33c0e948f5856188b7f90fe81a) * Parental consultations/surveys |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



**EAST AYRSHIRE RAISING ATTAINMENT IN NUMERACY TRAINING 2023 – 2024**

**EARLY LEVEL SEPTEMBER TO NOVEMBER engagement in training**

[E1 – Quality environments](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

[E2 – Children Talking Mathematically](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

[E3 – Early Counting](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

**EARLY LEVEL FEBRUARY TO MAY engagement in training**

[E7 – Money](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

[E8 – Problem Solving](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

**EARLY LEVEL NOVEMBER TO FEBRUARY engagement in training**

[E4 – Pattern and Info Handling](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

[E5 – Maths Through Stories](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

[E6 – Addition and Subtraction](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)

**DISCUSSION FORUM 3** Discussion of themes from webinars 7 & 8 **May**

**DISCUSSION FORUM 2** Discussion of themes from webinars 4-6 **February**

**DISCUSSION FORUM 1** Discussion of themes from webinars 1 -3 **November**

**TRAINING INTRODUCTION**

For practitioners engaging in the Raising Attainment in Numeracy Programme 2023-24

**September**

**DISCUSSION FORUM 3** Discussion of themes from webinars 7 & 8 **May**

**FIRST LEVEL FEBRUARY TO MAY engagement in training**

[E7 – Money](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

[E8 – Problem Solving](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

**DISCUSSION FORUM 2** Discussion of themes from webinars 4-6 **February**

**FIRST LEVEL NOVEMBER TO FEBRUARY engagement in training**

[F4 – Addition and Subtraction](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

[F5 – Multiplication/Division](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

[F6 – Common Fractions](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

**DISCUSSION FORUM 1** Discussion of themes from webinars 1 -3 **November**

**FIRST LEVEL SEPTEMBER TO NOVEMBER engagement in training**

[F1 – Quality environments](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

[F2 – Children Talking Mathematically](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

[F3 – Place Value](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)

**SECOND LEVEL SEPTEMBER TO NOVEMBER engagement in training**

[S1 – Quality environments](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S2 – Children Talking Mathematically](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S3 – Addition and Subtraction](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

**SECOND LEVEL FEBRUARY TO MAY engagement in training**

[S7 – Fractions, Decimals and Percentages](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S8 – Time](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S9 – Problem Solving](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

**SECOND LEVEL NOVEMBER TO FEBRUARY engagement in training**

[S4 – Addition and Subtraction](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S5 – Multiplication/Division](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

[S6 – Common Fractions](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/)

**DISCUSSION FORUM 3** Discussion of themes from webinars 7 - 9 **May**

**DISCUSSION FORUM 2** Discussion of themes from webinars 4-6 **February**

**DISCUSSION FORUM 1** Discussion of themes from webinars 1 -3 **November**

Access to the Raising Attainment in Numeracy Training

All of the above SEF funded numeracy training has been adapted and recorded as webinars and is available through the East Ayrshire Numeracy and Maths Blog here:

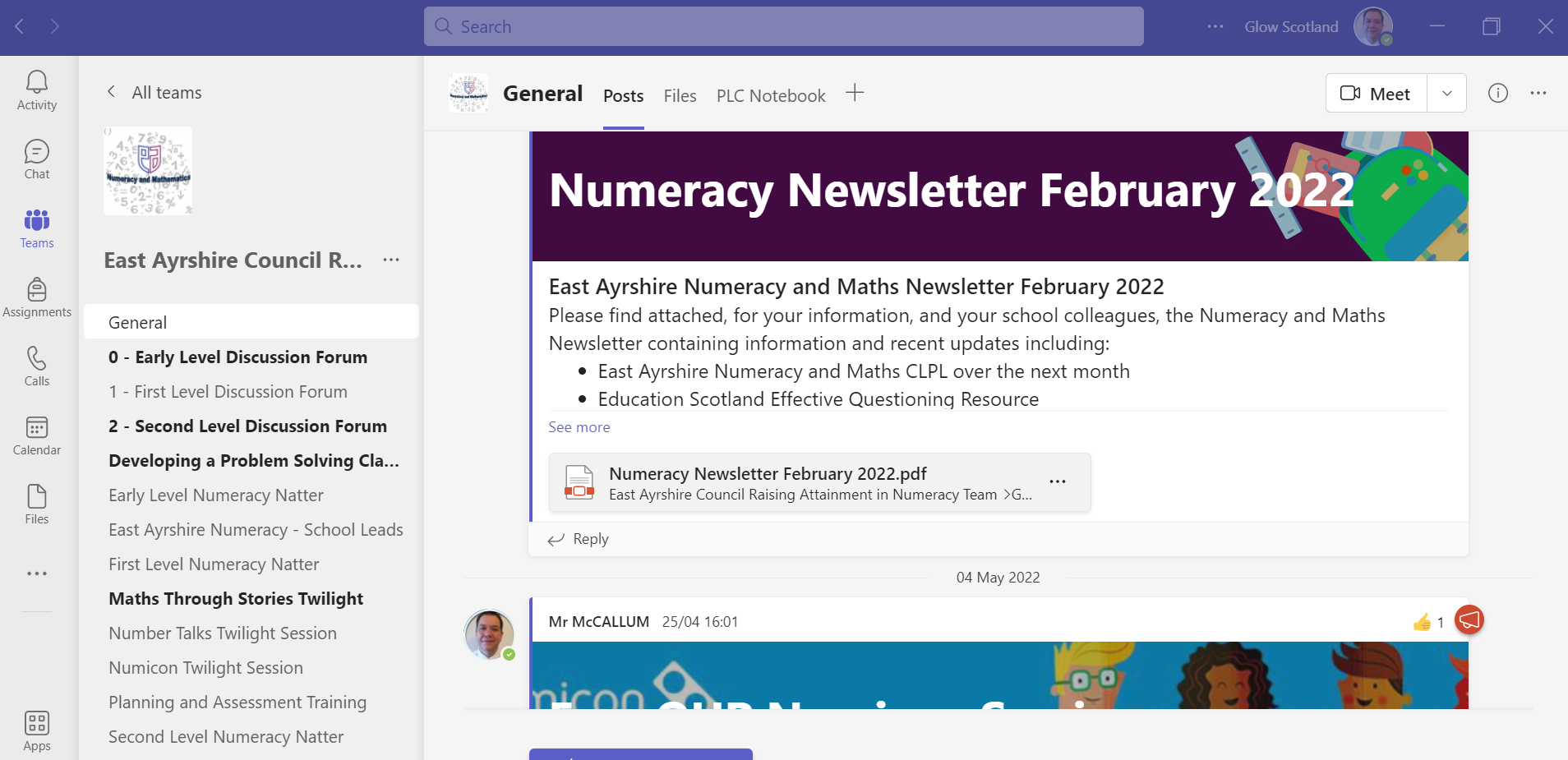
[Early Level Training](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/" \o "https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-raising-attainment-in-numeracy-training-early-level-2020/" \t "_blank)

[First Level Training](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/" \o "https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-raising-attainment-in-numeracy-training-first-level-2020/" \t "_blank)

[Second Level Training](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/" \o "https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-raising-attainment-in-numeracy-training-second-level-2020/" \t "_blank)

There are currently 25 webinars, 8 themed sessions for each level (9 for Second Level) listed above with associated links to training materials, resources, links and sources of inspiration. It is the engagement in the webinars, training packs, resources, links and sources of inspiration that provides practitioners with support in developing teaching and learning across these themes. The above detail provides a possible structure for Teacher Learning Communities (TLCs) within individual establishments. This can be adapted to link with improvement priorities in individual establishments.

To access the recordings and resources participants must join the [East Ayrshire Raising Attainment in Numeracy Training MS Team](https://teams.microsoft.com/l/team/19%3af743e72b7f91461b94492b2029824670%40thread.skype/conversations?groupId=a92c7147-417c-433b-b5d0-0fb4eba04917&tenantId=ccd32ca3-16ce-428f-9541-372d6b051929).



The joining code is: **z5xbbcn**